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ABSTRACT

A survey was made of 203 leaders in vocational education to allow a profile and comparison of leader characteristics, and determination of the extent to which selected characteristics relate to professionalism. Data analysis by several sub-programs showed (1) a mean score on the Professionalism Scale similar to that for other groups (54.58); (2) female leaders were significantly younger, submitted fewer items for publication, subscribed to fewer journals, and had worked in the field for fewer years than males, yet their professionalism scale scores were very similar, albeit lower in three subscales; (3) no significant relationship between a leader's sex and professionalism; and (4) no variables as good predictors of professionalism. It was concluded that women in leadership roles have primarily lower-level positions, and that the emphasis of vocational youth organizations on leadership training appears to be benefitting the profession. Professional mobility, furthermore, is not a sex-related trait for leaders, but hiring and recruiting through the "old boy" system definitely is. It is recommended that this system, which is responsible for 80% of leader placement, be replaced by an honest and thorough search for the best qualified individuals, and that the American Vocational Association work to end sex-role stereotyping since women continue to be clustered in home economics, health, and business education while men dominate agricultural and trade and industrial education. (Data tables and questionnaire are appended.) (CP)

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A COMPARISON OF THE PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MALE AND FEMALE LEADERS IN VOCATIONAL EDUCATION

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A COMPARISON OF THE PERSONAL AND PROFESSIONAL CHARACTERISTICS OF MALE AND FEMALE LEADERS IN VOCATIONAL EDUCATION

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Temple University Graduate Board
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CHAPTER I

INTRODUCTION

This chapter discusses 1) the context of the study, 2) the statement of the problem, 3) the related literature, 4) the objectives, 5) the scope and delimitations, 6) the operational definitions of the concepts studied, 7) the research questions and hypotheses, 8) the operational restatement of the hypotheses, and 9) the significance of the study.

Context of the Study

In 1788, Alexander Hamilton wrote in The Federalist, "It is of great importance in a republic not only to guard against the oppressions of its rulers, but to guard one part of society against the injustice of the other part." Nearly two hundred years later, four landmark legislative acts have reinforced our society's commitment to equal opportunity for all. Beginning with the Civil Rights Act of 1964 and continuing with the Health Manpower Training Act of 1971, the Equal Employment Opportunity Act of 1972, and Title IX of the Educational Amendments of 1972, discrimination was prohibited in all phases of employment.

Women, 51% of our population, have been recognized as the largest "minority" group in the nation. The traditional concepts of masculine and feminine occupations (historically based upon erroneous assumptions of wide differences in aptitudes between the sexes) are no longer appropriate in our highly technical society. The acute manpower shortages in scientific, professional, and technical fields

have contributed to the growing awareness that women constitute the only remaining reservoir of such talent. Institutions and agencies are reexamining patterns of recruitment, training programs, hiring practices, and promotion policies to utilize this expertise (Boyle, 1973; Dorr, 1973; Kievit, 1972, Rossi, 1967).

Today, more women are entering the service areas of vocational education; and many women should be assuming leadership roles in the field. It is not enough that legislative regulations dictate opportunities for women; women must also seek positions of leadership. One of the priorities of vocational education should be convincing female students of their own self-worth and eliminating the myths that may limit, retard, or obliterate the potential contribution of half our population (Boyle, 1973; Koontz, 1972; Verheyden-Hillard, 1975).

Little is known of the educational preparation, personal qualifications, or professionalism of those persons holding positions of leadership in vocational education throughout the nation (Lockwood, 1973). It is therefore most difficult to establish the requirements which could be used to encourage women to seek positions of leadership and enable all persons in vocational education to aspire to such positions.

Statement of the Problem

At the American Vocational Association Annual Meeting in Chicago in 1972, the following resolution was passed:

Vocational education is charged with meeting the needs of youth and adults for employment skills. In addition, vocational education must provide realistic programs reflecting actual and anticipated employment opportunites (Lee, 1967). Clearly, discrimination (unequal treatment based on membership of an individual in a social category) of any kind cannot exist in the leadership of a field charged with two such vital missions. This is not to say, however, that there should not be differentiation in the hiring of anyone for leadership position--differentiation being a selection process based upon differences which are relevant and determined by objective standards (Kievit, 1972).

The purpose of this study was to determine the extent to which selected personal and professional characteristics of male and female leaders in vocational education are related to their professionalism. In accomplishing this purpose, a profile of leaders in vocational education was established, the personal and professional characteristics of male and female leaders were compared, the personal characteristic of sex was analyzed to ascertain its association with professionalism, and the predictive nature of 17 characteristics was examined.

Review of Related Literature

What does leadership require?

J. Kenneth Little answers this question in the following manner:

> Perhaps the answer to this question best describes the leader as a man. This discussion concentrates upon the psychological demands placed upon a person occupying an official leadership position of major

> importance in a state or city program of vocational-technical education. Job-knowledge in the sense of thorough acquaintance with vocational-technical education in its major facets is assumed. He knows the purposes and expected outcomes of his organization or institution. He knows the characteristics of the students and the nature of the teaching-learning process. He understands the responsibilities and needs of teachers and supporting staff. He knows the needs of his organization or institution for buildings and equipment that will facilitate the accomplishment of its purposes. He knows the total environmental conditions under which this organization or institution must operate. He knows the criteria by which the effectiveness and efficiency of his organization or institution should be evaluated. He knows that his organization or institution is a system which operates within a larger system with larger purposes. The enumeration of these items of assumed knowledge should convey the fact that desirable administrative leadership requires a highly knowledgeable man. (Arnold, 1970, p. 15)

Despite Little's contention that leadership is apparently related to maleness, few persons can move through life without experiencing the responsibilites of leadership for some group and for some purpose. These experiences could begin in preschool play groups, continue in the activities associated with school attendance, be fostered in home and family life, and develop in educational, occupational, and civic endeavors. The concept of a "born leader" as someone with uncontestable leadership traits from birth has been replaced. The development of leadership skills appears to be the outcome of the chances which arise in a person's total life experiences and the selections a person makes when those chances arise (Arnold, 1970).

Smith (1975) indicates that the strategic factor in cooperation is generally leadership. Leadership is usually indicated by a person's skills, knowledge, imagination, awareness, judgment, balance,

communicative abilities, and familiarity with executive function. Courage, persistence, idealism, responsibility, and persuasiveness are other general characteristics of leaders. Leaders in today's society tend to be the first among equals and enjoy colleague support in a close, cooperative work setting. Whether leadership is studied from the sociological or psychological point of view, it must be recognized that leaders attain positions by a myriad of routes; and leadership styles may vary.

There is little in the literature to support any concept other than sexual equality in terms of leadership potential. No one personality trait or characteristic can be attributed to leaders. The O'Connor Research Foundation of Human Engineering Laboratory found, of 22 knowledge and aptitude areas tested, 14 showed no sex-related differences. Men excelled in two areas and women in six (Sites, 1975). Funderburk (1976) reported that women score higher in general leadership attributes whereas men have a greater tolerance for freedom. Women were reported to be better in speaking, representing a group, and maintaining cordial relations with superiors. While the literature cites differences in the leadership behavior and styles of men and women, nothing would indicate a greater success of one over the other (Nasstrom, 1976).

Since the greatest concentration of women in positions of educational leadership are elementary school principals, studies have been conducted with this population; and some interesting results were reported. Meskin (1974) reported that women principals were much more likely to use democratic rather than authoritarian or laissez-faire leadership techniques. Teachers generally reported favorable attitudes

toward working for a woman. Female principals were reported to be more likely to involve others in the decision-making process. Women were also shown to be quite thorough in problem-solving and inducing more professional performance from their subordinates.

Our society is slowly moving toward sexual equality--the socially androgynous conception of the roles of men and women in which they are equal and similar in such spheres as intellectual, artistic, political, and occupational interests and pursuits. The majority of sexual differences in our society are social rather than physiological in origin. Changing social definitions of approved characteristics of behavior for both men and women are enlarging the common ground on which men and women base their lives. Many widely accepted differences in behavior have been recognized as culturally sanctioned rather than intrinsic personality differences in the sexes. The traditional concepts of masculinity and femininity seem inappropriate in our latter twentieth century world (Rossi, 1967).

The traditional point of view of men in leadership roles is determined by our culture. Social changes are necessary before men will accept the woman's role in the labor force as important as their own and view homemaking as an appropriate role for men. While women have been criticized for being physically present on the job and emotionally at home; it could be said that men are physically at home, yet emotionally on the job. Persons in leadership positions in education must carefully evaluate the perpetuation of traditional roles especially in a society distinguished in its value of the acceptance of change (Lee, 1967).

Women in our society are expected to stand in the shadow of their fathers, brothers, husbands, and sons. The woman's role has been to marry early, bear children, and generally follow the life pattern of her mother. This social design has been ingrained over thousands of years and has come to be what anthropologists, psychologists, theologians, and educators believe to be the natural state of existence. It is indeed interesting in our child-centered society, where dependency continues to age eighteen and beyond, those who reproduce are both discriminated against and honored. From childhood, girls are trained to be helpless, subservient, and interested in only feminine pursuits. Women are discouraged from displaying the aggressiveness and independence which are necessary components of leadership (Technical Education, 1974).

Women are motivated to avoid success in our society. They do not perceive themselves in leadership roles typically held by men. This inability to perceive advancement possibilities prevents many women from striving to achieve. Social conditioning also deters women from agressively seeking to enter areas in which they feel unwanted. The Recruitment Leadership and Training Institute (1974) terms this the "chilling effect" which is a natural response to prior discrimination. This reluctance on the part of women may be viewed as a lack of professional perseverance.

It is apparent that leaders are needed in a host of fields such as politics, social work, journalism, medicine, and urban development to work toward the solution to society's many current problems. Leadership requires many kinds and combinations of knowledge, skills, and attitudes. The leader can be defined as one who has the ability to create group

action toward an organizational objective with maximum effectiveness and cooperation from each individual (Perazzoli, 1974).

Who are the leaders in education?

There are varied leadership positions in education including consultants, principals, curriculum specialists, area school directors, educational deans, department heads, researchers, advisory panel members, officers in national, state, and local educational organizations, teacher educators, national, state, and local school administrators, college presidents, administrators of proprietary and penal institutions and the like. Educational leadership positions, regardless of title, usually include functions such as supervising, organizing, planning, directing, operating, projecting, coordinating, controlling, evaluating, purchasing, and budgeting (Perazzoli, 1974).

Education has been traditionally viewed as a feminine occupation. Of our country's more than two million teachers, 68% are women. Few of these women are utilized in leadership postions, however. As the United States Office of Education reports, "Although women staff public schools, men run them." (Dullea, 1975, p. 16). The statistics concerning individuals employed in positions of educational leadership are revealing:

Leadership Position	Per Cent Female	Male
Elementary School Principal	20	80
Secondary School Principal	2	98
Area School Superintendent	1	99
College Teacher	19	81
College Department Head	31	69
College Dean	21	78
School Board Member	20	80

(Fishel & Pottker, 1977, Dullea, 1975)

And, statistics indicate less and less participation in educational leadership by women. For example, in the 1940's 41% of school principals were female. By 1960, this figure had dropped to 22% and continued to decline in the early 1970's (Dullea, 1975).

The United States Office of Education and the National Institute of Education set poor examples for the national educational community in terms of equality of employment. In 1974, the United State Office of Education employed 54% women--with only 28% holding senior or super grades in the Civil Service System. Women were clustered in the low level, low paying jobs with the average Civil Service rating being GS7 for women and GS12 for men. The National Institute of Education employed 59% women again clustered in the lowest Civil Service grades (Fishel & Pottker, 1977).

In terms of professional organizations, male leaders dominate both the National Education Association and the American Federation of Teachers. Although approximately one-third of the state educational association presidents are women, until recently there were no female executive directors in any state. The National Education Association has a 25% female professional staff and the American Federation of Teachers has 16%. Within state educational associations, 17% of the professional staff are women (Taylor, n.d.).

Although law and administrative regulations permit and even encourage female participation at all levels of educational leadership, women must desire an active role to be able to participate. Many of the female school principals of the 1940's chose a career over marriage--a choice not as likely to be made by women today and one of

the factors in the reduction of women in the challenging and demanding positions in education. This means that frequently, in addition to professional commitments, women must manage home and family responsibilites. The concept of the egalitarian marriage in which men and women share equally in home responsibilities, a topic of much current conversation and writing, appears to be a myth (Feldman, 1976; Lund, 1974). Studies have consistently shown that there are no differences in the home and family responsibilities of a man and women regardless of the wife's employment (Fishel & Pottker, 1977). Studies have also shown that marriage has a beneficial effect on the male professional by providing an aura of stablity (Feldman, 1976) and a deleterious effect on the female professional, since it is assumed by many that a married woman lacks mobility and has a high rate of absenteeism and turnover. Current research indicates, however, that qualities such as mobility are more related to age and level of position than to the sex of the employee. Absenteeism and turnover are the highest in low level, low-paying jobs--where women workers are often clustered (Boyle, 1973).

It is widely assumed in our society today that child-rearing and maintaining a career are a difficult combination that only a few women with extraordinary amounts of physical strength, emotional endurance, and a most dedicated sense of calling to their profession should ever attempt. Yet, the man with heavy professional commitments who contributes to his community and the management of his home provides little cause for comment (Fishel & Pottker, 1977). There is a need to examine the motivation and life experiences which mold the expectations

of both men and women and contribute to the cultural preconception that women care for and teach children, and men administer schools. The goal of sexual equality calls for not only an increase in the number of women in educational leadership positions, but in greater equality in all occupations which comprise our economic and social system (Rossi, 1975).

The most sweeping remedy to date was proposed by the Recruitment Leadership and Training Institute of the United States Office of Education. The Institute proposed that school districts and state education departments initiate affirmative action programs. It further proposed that districts and agencies failing to implement such programs be subject to the withholding of funds and/or legal action (Dullea, 1975). Nondiscrimination in employment, promotion, and salary should be a top national priority in education as in other segments of society. This is in keeping with the American ideal of equality of opportunity for all and the view of education as a vehicle for change. Unfortunately, the past records of many educational institutions in employing, promoting, and paying women has been inadequate (Carnegie Council, 1975).

Educational institutions at all levels are beginning to reexamine patterns of recruitment, hiring, training, and promotion. At the university level, the "old boy system" of informal recruiting through oral inquiries or during conventions is slowly disappearing. Yet, those charged with personnel matters often assume that women lack the aspiration or qualifications for higher level positions. In terms of qualifications, graduate schools of education are turning

out a larger and larger pool of potential women leaders. Currently, nearly 20% of the doctorates in education are granted to women. The aspiration, however, may be late in appearing since declining birth rates, administrative centralization, and austerity budgets have reduced the total number of leadership positions open to men or women (Shulman, 1972).

Men dominate the policymaking levels of colleges and universities. The National Education Association reported in 1972 that of 953 presidents of four year institutions of higher education, 32 were women. Female trustees of institutions of higher education are rare. The staffing patterns of colleges and universities transmit a subtle message of sexual inequality to the students:

Position	Per Cent Female	Male
Full-time Instructor	40	60
Assistant Professor	21	79
Associate Professor	15	85
Professor	9	91

(Sites, 1975 p.22)

This pattern has undoubtedly been accepted by many women as the norm and may inhibit them from seeking positions of greater responsibility.

Many obstacles to equal opportunity have been removed through legislative action to reduce sex discrimination in education, training, and employment. Legislative dictates have called for greater equality in all levels of education. The Equal Employment Opportunity Act of 1972 brought the field of education under the umbrella of the Civil Rights Act of 1964 and extended its provisions to include all public and private educational institutions and awarded new enforcement powers

to the Equal Employment Opportunity Commission. Title IX of the Education Amendments of 1972 prohibits sex discrimination at all levels of education receiving federal support (Dorr, 1973). The Women's Educational Equity Act, part of the 1974 Educational Amendments, provided for programs and activities to end sex discrimination in education and created an Advisory Council on Women's Educational Programs. The Higher Education Act of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal aid and extends the Equal Pay Act of 1963 to include executive, administrative, and professional employees (Carnegie Council, 1975). Title V of the Higher Education Act provided funds for fellowships to train administrators and educational specialists. In the first year of the program (1969-1970), 47% of the fellowships were awarded to women (Mulligan, 1973).

While providing realistic educational opportunities is not the total responsibility of the university in educating women for leadership positions, when combined with research and guidance, it can assist with the task. In 1972, the Newman Task Force stated "Discrimination against women, in contrast to minorities, is still overt and socially acceptable within the academic community" (Recruitment Leadership, 1974, p.4). Women tend to be clustered in academic fields such as early childhood, elementary education, and home economics which rank low in the the 3 P's--power, privilege, and prestige (Feldman, 1974). This, in turn, means lower salaries, less consulting work, and general economic inequality. Institutions now under compliance reviews are expected not only to correct personnel practices which fail to treat

men and women equally, but also to increase the number of women employed at higher levels. All universities that are federal contractors (more than 50 employees and $50,000 in federal grants) must promote the increased participation of women in faculty and administrative positions. This responsibility, known as affirmative, action seeks to end manifest (intended) and well as latent (unintended) discrimination against women (Pottker, 1977). Affirmative action has been widely criticized as promoting reverse bias and discriminating against white males. Research completed thus far does not support the preferential treatment of women under affirmative action. Institutions are still free to set any requirements, standards, or qualifications for a position. However, if both a man and a women meet these standards, the woman is given first preference to offset all those years that universities failed to hire or promote women regardless of qualifications (Fishel & Pottker, 1977).

What is the situation in vocational education?

Policy-makers, administrators, teacher educators, and other leadership personnel in vocational education have a responsibility to increase the dignity and self-worth of students, create opportunities for self-actualization, and prepare students for life and leisure as well as the world of work. Leaders in vocational education must strive to provide flexible, less conventional definitions of what constitutes success in the home and labor market. Male and female students need to have the opportunity to begin preparing for the multiple rolls of the future (Technical Education, 1974).

There is no other occupational group that illustrates as well the concept of "masculine" and "feminine" occupations as the skilled trades. This illustration is based for the greater part on erroneous assumptions of wide differences in aptitude between the sexes. The basic requirement of most skilled trades--the core of the vocational curriculum--is finger and hand dexterity, eye-hand coordination, and aptitude for form and space perception. All of these traits are evenly distributed throughout the population (Kievit, 1972).

In theory, male and female students have had full access to vocational guidance and training. In practice, little consideration is given to occupational choice; and any vocational guidance is likely to be based on tradition, parental pressure, and the immediate environment (Kievit, 1972). Two-thirds of all secondary vocational students are female and 55.5% of all students in secondary, post-secondary, and adult vocational education programs are women. The majority of women are enrolled in the female-dominated areas of vocational education--health, home economics, and business and office occupations which train for the most part for low level, low paying jobs. Men are in the majority in agriculture and trade and industrial education. Only distributive education approaches an even sex distribution in its student population. While equality of opportunity is legally a fact, social attitudes are much more constraining than the law (Verheyden-Hilliard, 1975).

Women are woefully underrepresented in the trade and industrial fields. Kievit (1972) reported that in 1968 only 3% of the nation's craftworkers were women. In 1973, women still comprised only 11% of

the trade and industrial public vocational education enrollment. These percentages are unfortunate considering that women with appropriate training receive the best salary in relation to male workers in engineering and the craft occupations. In 1969, the median earnings for women were lower than for men in every occupational category with the exception of public school kindergarten teacher. Women employed in the male-dominated occupations earned less than men, but more than women in other areas. Conversely, men employed in female-dominated occupations earned more than women but less than men in traditional areas.

Kenneth Hoyt (1974) called attention to the special career education problems of females which he viewed as a combination of over promise and under delivery. More attention must be focused on the career development patterns of women. Most of today's career development theories are based on male participation in the work force and fail to consider factors influencing women in seeking employment, leaving, and reentering the work force. What research has focused upon women pertains to the college-educated worker. More research is needed to establish work histories and career patterns for women in the craft and service occupations. Our vocational curriculum needs to be updated to allow for exit and reentry to the work force and lateral as well as vertical moves within an occupation. In addition, more women need to be utilized in vocational education leadership positions for their expertise and value as role models (Kievit, 1972).

The Advisory Council on Women's Educational Programs, established under the Woman's Educational Equity Act of 1974, has paid close

attention to the areas of counseling, career education, and expanding employment opportunities for adult women. The legislative language of the Vocational Education Act of 1963 was broad enough to permit the funding of projects relevent to the needs of women and female students--reduction of sex-role stereotyping, assessing employer attitudes, and encouraging the training and employment of women in the occupations highlighted in the legislation; but little research resulted (Women & Work, 1974).

Leaders in vocational education explain the failure of women to enroll in non-traditional areas as resulting from family and societal pressures. It is also implied that job opportunities simply do not exist in non-traditional areas. The same acculturation processes which influence this thinking direct young men into traditionally male programs. Evidence suggests that the quality of vocational-technical education depends upon leaders with insight, understanding, and skills who can identify needs and manage resources in the development of dynamic programs. Vocational leaders must move with vigor in setting new directions, designing and implementing new models, and exemplifying our society's flexibility by their own example. While technical skills, administrative abilities, and human relations expertise may be highlighted, gender is not one of the variables for a successful leader (Verheyden-Hilliard, 1975).

Vocational education must be open to all people irrespective of sex and social attitudes and must foster vocational choices based upon aptitude, interest, and abilities. Vocational education has a responsibility to prepare women for emerging occupations as well as

occupations traditionally labeled "masculine." Sex distribution among teachers and teacher educators can no longer reflect the sex distribution of the students in a vocational area. If vocational education is going to be effective in providing educational opportunities for all individuals across the total spectrum of occupations, women must be represented at all levels within the field. Vocational students need concrete evidence of the fact that those who aspire to leadership positions can succeed (Kievit, 1972). Female vocational students need successful role models other than the school secretary, matron, or nurse (Bem & Bem, 1973).

In 1974, the United States Commissioner of Education sent a letter to those responsible for appointing state vocational advisory council members asking them to give particular attention to the fact that so few council members are women. In 1975, the 51 State Directors of Vocational Education (98% male) attended a workshop on sex-role stereotyping to sensitize this group to the needs and potential of female students (Verheyden-Hilliard, 1975).

Access to vocational training is an important factor in determining the degree and type of economic activity possible for women (Kievit, 1972). Since consistency, cohesiveness, and accuracy of the images of the future held by female students, in conjunction with societal structures, shape the actual future individuals will enjoy; it is essential for vocational educators to examine carefully the assumptions upon which their work is based and the life premises they communicate to students (Lund, 1976).

Kievit (1972) states that vocational education has a vital

contribution to make in affording equal opportunity to women. Specifically:

1. Developing vocational awareness programs devoid of sex-typing in occupations.
2. The objective and consistent use of job analysis as a basis for curriculum development and selecting and recruiting students.
3. Strengthening instruction within job clusters and including women in most if not all vocational areas.
4. Developing career ladders.
5. Researching and developing sound vocational education programs for mature women.
6. Recruiting women to become vocational educators in more vocational areas and at higher levels (p.77).

Leaders in vocational education have a responsibility to follow the mandate of the Vocational Amendments of 1968 to do more in vocational education and to do it better. Vocational leaders face ever-increasing pressures and responsibilities. No longer can vocational education be a field where men are prepared for men's work and women are prepared for women's work. A program of recruitment of both teachers and students of the minority sex in each vocational area is essential. The vocational youth organizations can be an avenue of incorporating opportunities for both men and women to develop leadership skills within the vocational curriculum (Arnold, 1970; Spice, 1973).

The Technical Education Research Center made the following recommendations for providing greater opportunities for women in vocational education:

1. Administrators at the state and local levels should provide leadership in creating equal educational opportunities for women.

2. Affirmative action plans should be required and developed by all educational institutions and agencies.

3. Vocational education should provide male and female students equal access to educational programs and employment opportunities.

4. Teacher education institutions should create policies and programs which will assure equitable treatment and full human development for students and staff. (Technical Education, 1974, p. 8-9)

What is professionalism?

Professionalization, the process of an occupation becoming a profession, has two major components--structural and attitudinal. Professionalism is the attitudinal component of the professionalization process. The attitudinal attributes of a profession reflect the manner in which professionals view their work with the assumption being that behavior and attitudes correspond (Hall, n.d.). Snizek (1972) lists five theoretical dimensions for professionalism. They are as follow:

1. Using the Professional Organization as a Major Referent
   This dimension includes the utilization of the formal and informal professional organizations to reinforce the values, beliefs, and identity of a profession. It includes participation in professional meetings, reading professional journals, and being conscious of the beliefs of one's colleagues.

2. Belief in Public Service
   Professionals, aside from being concerned with and motivated by their

own economic status, are also committed to service to their fellow man. The development of the belief that one's profession is both indispensible and beneficial to society is an important attitudinal component of professionalism.

3. Belief in Self-Regulation
A belief in self-regulation endorses the concept of colleague control. Individuals believe that given the specialized knowledge of their profession, colleagues are best qualified to judge the performance of professionals in their field.

4. Sense of Calling to the Field
The professional is devoted to his/her field. Work is viewed as an end as well as the means to an end. Monetary compensation often takes second place to intrinsic satisfaction. The development of expertise is viewed as rewarding in itself and well worth a lifetime of devotion.

5. Autonomy
Autonomy is the professional person's desire to make free decisions concerning his/her work. External pressures should not be brought to bear on these decisions. (p.110)

The structural components of professionalization provide the foundation for the development of the attitudinal components. Wilensky (1964) has closely examined these structural aspects and has noted a consistent sequence of events as an occupation emerges as a profession.

1. Establishment of a Full-Time Occupation
This is the first step and may include performance of old and new functions of the profession. This may be viewed as a reaction to a widening social structure.

2. The Establishment of a Training Model
This aspect reflects the essential knowledge base of a profession. It includes the foundation of a training school and

eventual affiliation with an established university.

3. Formation of Professional Associations
The formation of such associations may be accompanied by a change in occupational title, redefinition and clarification of the nature of professional tasks, and efforts to eliminate incompetent practitioners by the emergent professionals. As the association grows stronger, political power increases in terms of influencing licensing and protection from competing occupations.

4. Formation of a Code of Ethics
The formation of a code of ethics includes both internal (colleague) and external (public and client) regulation. This code of ethics is enforced by the professional association and is ideally supported. (p.104)

An important characteristic of professions is included in both Snizek's Belief in Self-Regulation and Wilensky's The Establishment of a Training Model. This is the presence of a body of abstract and theoretical knowledge which a professional draws upon and which is unavailable to the lay population. Goode (1969) has identified seven major characteristics of this body of professional knowledge.

1. It should be abstract and organized into a codified body of principles.

2. It should be applicable, or thought to be applicable, to the concrete problems of living.

3. The society or its relevant members should believe that the knowledge can actually solve these problems.

4. Members of the society should also accept as proper that these problems be given over to some occupational group for solution because the occupational group possesses that knowledge

and others do not.

5. The profession itself should help to create, organize and transmit the knowledge.

6. The profession should be accepted as the final arbiter in any disputes over the validity of any theoretical solution lying within its areas of supposed competence.

7. The amount of knowledge and skills and the difficulty in acquiring them should be great enough that the members of the society view the profession as possessing a kind of mystery that it is not given to the ordinary man to acquire, by his own efforts or even with help. (p. 277-278)

Although empirical verification is still somewhat lacking, it appears that public recognition and acceptance of an occupation as a profession is one of the most essential components of the professionalization process. With public acceptance and support, variation in attitudinal or structural components of professionalization are not damaging to an occupation's professional status (Hall, n.d.).

It is assumed that both the structural and attitudinal components of a profession are present to a great degree in highly professionalized occupations (Hall, n.d.). A major trend in our contemporary, industrialized society has been toward professionalization among many diverse occupational groups (Butler, 1974). Increasing occupational specialization and the vast expansion of knowledge seem to contribute to the professionalization process. Both selfish and altruistic motives can be attributed to groups attempting to professionalize. Certainly, there are rewards in terms of status and prestige for individuals in the profession. Concommitantly, there

is also the desire to improve services and the competency level of members in the profession (Hall, n.d.).

Various models of professionalization have been established. Movement toward correspondence with the professional model is the basis for the professionalization process. Some occupations are viewed as emerging professions and vary from the professional model in structural or attitudinal attributes. Within a profession, members may vary in terms of their individual conformity to the professional model.

Despite years of effort on the part of the National Education Association, education has long been viewed as a semi-profession. The prevalence of women in education has been singled out most frequently as the major cause of the failure of the occupation to secure unquestioned professional status (Fishel & Pottker, 1977). Women, presumedly, have not met the criteria for professionalism and do not possess the following professional attributes.

1. expert knowledge, not shared by laymen
2. commitment to serve society
3. dedication to the profession
4. insistence on freedom from lay interference in professional decisions
5. desire to belong to a reference group of colleagues (Nasstrom & Butler, 1975, p. 6)

In addition, women have been charged with lacking dedication and perseverance and allowing outside activities to take precedence over professional activities (Lee, Velter, Howell, & Smith, 1967). Many of these beliefs persist, despite current research (Butler, 1974; Merkin, 1970; Nasstrom & Butler, 1975; Pottker & Fishel, 1977; Taylor,

1974) which indicates that women in the field of education are more professional than their male colleagues.

Sex in and of itself should not affect professional attitudes or performance. In our society, however, an individual's sex has traditionally been assumed to correlate with certain role behavior. Women are supposed to behave passively, lack career orientation, and view employment in the field of education as a means of searching for a suitable spouse or supplementing a spouse's income (Butler, 1974). This notion of women as "cake winners," only working for supplemental income, is a difficult one to overcome (Wright, 1967, p. 8). This cultural stereotype conflicts with the concept of dedication to public service and professional fulfillment as outlined in the various professional models (Butler, 1974). Women in our society are believed to be endowed with great sensitivity, outstanding moral fiber, and great practicality--attributes which could bring new vitality and humanism to the education profession (Technical Education, 1974). Sexism is damaging to women in the field of education, but the greatest harm is done to society when leadership positions represent only one segment of that society (Fishel & Pottker, 1977).

The Objectives

Specifically, this study sought to establish a profile of leaders in vocational education, compare the personal and professional characteristics of these leaders, ascertain if a leader's sex is associated with professionalism, and determine the extent to which the following personal and professional characteristics, when

considered individually and collectively, are related to professionalism.

a. personal characteristics
   1) age
   2) sex
   3) marital status
   4) number of children
   5) hours devoted to home duties
   6) spouse's education
   7) vocational youth club activity

   (Butler, 1974; Pottker, 1977; Spice, 1973)

b. professional characteristics
   1) formal education
   2) status in vocational education
   3) years in present position
   4) professional mobility
   5) publications
   6) journal subscriptions
   7) professional organizations
   8) professional meetings attended
   9) years in vocational education
   10) hours devoted to professional role
   11) using the professional organization as a major referent
   12) belief in public service
   13) belief in self-regulation
   14) sense of calling to the field

15) autonomy
(Butler, 1974; Hall, n.d.; Recruitment Leadership, 1974; Snizek, 1972; Wilensky, 1964)

Scope and Delimitations

By using a nonprobability, purposive sampling technique, it was possible to include approximately an equal number of male and female leaders in the study. It is recognized that all elements of the population were not included in the sample and that a random selection would have produced fewer women. The participation of the state and territorial Vocational Association Presidents as an intermediary in the sample selection served three functions--there was a national geographic representation, a degree of impartiality was added to the selection of the subjects, and volunteer leaders (as opposed to salaried individuals) were included in the sample. The sample reflected the individual assessment of leadership contribution by each of the state and territorial presidents based upon the information provided for them. It was assumed that anyone making a significant leadership contribution would be known to the leader of the professional organization in that region. The literature also indicated that leaders in any profession tend to use the professional organization as a major referent (Hall, n.d.; Snizek, 1972).

The use of an ex post facto research design limits the interpretation of any relationships found to exist. The data presented in the next chapter should be examined only in terms of the stated research questions and hypotheses. (See p. 30)

Operational Definitions of the Concepts to be Studied

According to the literature, there are certain professional and personal characteristics of successful leaders. In this study, a number of these characteristics were studied individually and collectively in relation to an overall measure of professionalism.

Professionalism was defined, for the purposes of this study as follows:

> Possession of expert knowledge not shared by laypersons, a commitment to serve society, dedication to a particular work, insistence on freedom from lay interference in their work decisions, desire to belong to an organization of colleagues which constitutes a reference group for ideas and judgments and recognition of this group as the exclusive source of professional authority. (Nasstrom & Butler, 1975, p. 6)

The following attitudinal components of professionalism were also examined in this study.

1) Use of the professional organization as a major referent--this involves both formal organization and the informal colleague groupings as a major source of ideas and judgment for the professional in his/her work.

2) A belief in service to the public--this component includes the idea of indispensability of the occupation and that the work that is being performed benefits both the public and the practitioner.

3) Belief in self-regulation--this involves the belief that the person best qualified to judge the work of a professional is a fellow professional and the belief that such a practice is desirable and practical. It is a belief in colleague control.

4) A sense of calling to the field -this attitude reflects the dedication of the professional to his/her work and the feeling that he/she would probably want to continue in the occupation even if fewer extrinsic rewards were available.

5) Autonomy--this involves the feeling that the practitioner ought to make his/her own decisions without external pressures from clients or others who are not members of this profession or from his/her employing organization. (Hall, n.d., p. 5-6)

Leadership was defined in this study as "the ability to foster group action toward an organizational objective or goal with maximum participation, effectiveness, and cooperation from each individual" (Perazzoli, 1974).

Vocational education was considered "specialized education which takes place in educational institutions--secondary or post secondary--and is designed to prepare the learner for entry into or advancement in employment" (Wenrich, 1974, p. 2).

The Research Questions and Hypotheses

Based upon the preceding review of related theories and research, the following research questions and hypotheses were formulated. The literature indicated that leaders have certain personal and professional characteristics. It may be assumed that all leaders (both men and women) have such characteristics, and profiles of each group would be similar. Therefore:

Research Question: 1) What is the profile of personal and professional characteristics of leaders in vocational education?

2) Is there a difference in the personal and professional characteristics of male and female leaders in vocational education?

Hypothesis: A) The personal and professional characteristics of male and female leaders in vocational education do not differ.

The literature also identified women in education as being more professional than their male counterparts. Several researchers interpreted this finding to be the result of education traditionally being the domain of women. Since vocational education leadership has been a male-dominated field, sex should not be associated with the professionalism of a leader. If the sex of a leader is not a determining factor in his/her professionalism, other personal and professional characteristics must contribute to this quality. Therefore:

Research Question: 3) Is the personal characteristic of sex associated with the professionalism of leaders in vocational education?

Hypothesis: B) A leader's professionalism is less related to his/her sex than to other personal and professional characteristics.

Research Question: 4) What other personal and professional characteristics are good predictors of the professionalism of leaders in vocational education?

Operational Restatement of Hypotheses

A. Female leaders in vocational education across the nation do not differ from male leaders in terms of age, marital status, number of children, hours devoted to home duties, spouse's education, vocational youth club activity, formal education, status in vocational education, years in present position, professional mobility,

publications, journal subscriptions, professional organizations, professional meetings attended, years in vocational education, and hours devoted to the role in vocational education.

B. Professionalism, as measured by Snizek's version of Hall's Professionalism Scale, is less related to the sex of an individual than to other characteristics such as age, marital status, number of children, hours devoted to home duties, spouse's education, vocational youth club activity, formal education, status in vocational education, years in present position, professional mobility, publications, journal subscriptions, professional organizations, professional meetings attended, years in vocational education, and hours devoted to the role in vocational education.

Significance of the Study

Title IX of the Educational Amendments of 1972 provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance" (Carnegie Council, 1978, p. 105). We are now in a period of transition. In the past, there were major deficiencies in the record of employment, promotion, and salary of women in all areas of education. We are now progressing toward the goal of equal opportunity--opportunity based upon qualifications rather than membership in any social category (Recruitment Leadership, 1974).

This study serves to augment the data base concerning men and

women in positions of vocational education leadership throughout the country and their personal and professional qualifications. In addition, it isolates factors which limit the aspiration and achievement of women within the field. In terms of recruitment, this study identifies personal and professional characteristics which are related to the professionalism of a leader. This study also provides an overview of men and women in positions of leadership which provides career models for those aspiring to such positions. A critical need for female role models at all levels of vocational education leadership has been documented (Kievit, 1972; Recruitment Leadership, 1974). The results of this study may be useful to the American Vocational Association in selecting areas in which their programs need greater emphasis as they provide the major referent for professionals in the field.

CHAPTER II

METHODOLOGY

This chapter discusses 1) the subjects, 2) the tasks, 3) the procedures, 4) the dependent variable, 5) the independent variables, and 6) the data analysis.

Subjects: Population and Sampling

The subjects of this study were leaders in vocational education. The selection was a nonprobability, purposive sample with the state and territorial presidents of affiliate organizations of the American Vocational Association being asked (based upon their expert opinion and given a definition of leadership and suggested leadership positions) to identify the two women and the two men they believe made the most significant contribution to vocational education leadership in their region in the past year (See Appendices A and B, pp. 69-70).

The American Vocational Association has a current membership of 54,722 of the estimated 100,000 individuals employed in vocational education. There are 55 state and territorial presidents; therefore, the names and addresses of 110 women and 110 men in leadership positions in vocational education throughout the nation were obtained. Due to duplication and incorrect addresses, 104 men and 99 women were contacted. Of the 203 subjects identified for the study, 190 (99 men and 91 women) completed and returned the questionaire.

Tasks

Each leader (N=203) received a packet of material containing a cover letter, a questionnaire, and a self-addressed return envelope (See Appendices C and D, pp. 71-72). The subjects were asked to respond to a questionnaire of 45 items that included:

> Twenty questions concerning personal and professional characteristics.
>
> Twenty-five scaled items concerning the subject's professionalism (Snizek's version of Hall's Professionalism Scale).

It was estimated that the questionnaire would take 15 to 20 minutes to complete. Since the questionnaires were completed individually, time varied for each subject; and there were no time limitations. The subjects were asked to return the completed questionnaire in the self-addressed envelope.

Procedures

Instrument Development

Since both the personal and professional characteristics of leaders could be expected to influence their professionalism, a questionnaire was developed considering the related theories and research. Snizek's version of Hall's Professionalism Scale was selected for incorporation into the questionnaire after reviewing possible measures of professionalism. The wide range of subjects tested in the development of both Hall and Snizek's scales (and the diversity expected in a field such as vocational education) were the basis for its inclusion in the questionnaire.

Instrument Modification

The questionnaire (See Appendix D, p. 72) consisted of two parts. Part A contained 20 questions relating to personal and professional characteristics of the subjects. Each question was open-ended, dichotomous, or multiple choice. The questions were answered by circling the appropriate response or writing in the answer to the right of the question. Questions included: age, sex, marital status, number of children, time devoted to household duties, formal education of spouse, vocational youth club experience, formal education, current status in vocational education, present position, number of years in present position, how the present position was secured, professional mobility, publications, professional journals read, activity in professional organizations, time devoted to professional meetings, years in vocational education, time devoted to the profession, and service area in vocation education. Early in 1978 this portion of the questionnarie was reviewed by six professionals in vocational education representing leadership at the local, state, and national levels. This group was asked to respond to the content validity of the instrument and their reactions and suggestions were included in establishing the final format of the questionnaire (See Appendices E and F, pp. 76-77).

Part B, the Snizek version of Hall's Professionalism Scale, contained 25 scaled items developed by Snizek (1972) concerning the subject professionalism. There was a five point response mode ranging from "VW" (Very Well) to "VP" (Very Poorly). A sample item would be, "I systematically read the professional journals." The responses were weighted from one to five points with a low score on the professionalism

scale indicating a highly professional individual.

Pilot Testing of the Instrument

The instrument was pilot tested by 20 randomly selected members of the National Council of Local Administrators (NCLA) in April of 1978 (See Appendices G and H, pp. 78-79). The pilot test was used to obtain feedback on the appropriateness of the questions, the amount of time needed to complete the instrument, and the clarity of both the instrument and the instructions. In addition, the pilot responses were keypunched and a preliminary check was made to insure that the final data could be adequately analyzed.

Administration of the Instrument

In March, 1978, state and territorial presidents of affiliates of the American Vocational Association were contacted to establish the national sample. During this time, the pilot test was conducted with members of NCLA. In May of 1978, the sample was completed and a packet containing a cover letter, the questionnaire, and a stamped return envelope was mailed to each subject. The subjects were asked to return the questionnaire promptly, and a follow-up letter was mailed on July 1, 1978 to those individuals not responding (See Appendix I, p. 80). A telephone follow-up to the remaining subjects began in August of 1978. A 93% response rate (N=190) was achieved with 92% of the women (N=91) and 95% of the men (N=99) participating in the study.

Dependent Variable

Although an ex post facto design was employed in this study, the professionalism score of the leaders in vocational education was considered the dependent variable. In this instance, the dependent variable was logically derived from the review of the literature. For example, the personal and professional characteristics of the subjects as defined for the purposes of this study are more likely to influence their professionalism than the converse. The dependent variable was measured by a 25 item instrument, the Snizek version of Hall's Professionalism Scale. Each subject was asked to complete this scale, and a total professionalism score and five subscores were computed for each leader.

Hall in his development of the professionalism scale reported a reliability of .86 using the split-half method and the Spearman-Brown formula. Snizek's revision lowered the scale's total reliability just slightly (Hall determined a drop from r= .86 to r= .84 and Snizek from r= .80 to r= .78) using the Kuder-Richardson Formula 20. Snizek believed, however, that a decrease in the total number of items increased the stratified reliabilities of the scale's dimensions. Pretest data also suggested that both Hall and Snizek's version of the scale were valid (Snizek, 1972). Hall's validity assessment was based upon item selection for content or face validity, extensive collection of pretest data from physicians, nurses, teachers, and accountants (representing acknowledged as well as emerging professions), and the testing of members of 14 different occupations. In addition, the behavior of the participants was observed and shown to be strongly

associated with the attitudes measured (Hall, 1968).

It is recognized that reliability is a function of both the test (measurement) and the group (observed variance). The most accurate use of Snizek's instrument would require retesting the sample with the same or a similar instrument. This, however, could greatly reduce the percentage of responses as well as make anonymity impossible. It was therefore decided to accept Snizek's and Hall's data as evidence of reliability

Independent Variables

Based upon the review of the literature, 17 independent variables were identified as being potentially associated with the variation in the professionalism scores (dependent variable). They are:

1. age
2. sex
3. marital status
4. number of childern
5. hours devoted to home duties
6. spouse's education
7. vocational youth club activity
8. formal education
9. status in vocational education
10. years in present position
11. professional mobility
12. publications

13. journal subscriptions
14. professional organizations
15. professional meetings attended
16. years in vocational education
17. hours devoted to professional role

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) to answer the four research questions. The specific analysis techniques will be discussed as they relate to each question.

1. What is the profile of personal and professional characteristics for leaders in vocational education? To establish a profile of the group, frequency counts and percentages were determined for all variables.
2. Is there a difference in the personal and professional characteristics of male and female leaders in vocational education? To answer this question, the null hypothesis of no difference in characteristics was tested. Frequency counts and percentages were determined for all variables. The Chi-Square test was applied to the categorical or dichotomous variables. A standard t-test was employed for the interval data.
3. Is the personal characteristic of sex associated with the professionalism of leaders in vocational education? To answer this question, Pearson's Product Moment formula was employed to

determine the correlation of an individual's sex and the score on the Professionalism Scale. The Pearson's correlation became a point bi-serial correlation when one variable was interval (the score on the professionalism scale) and the second was dichotomous (the sex of the individual).

4. What other personal and professional characteristics are good predictors of professionalism of leaders in vocational education? The data collected on the 17 variables were subjected to regressional analysis using professionalism as the dependent variable. An optimal solution was obtained showing the relative importance of the personal and professional characteristics of an individual in predicting professionalism.

CHAPTER III

PRESENTATION OF DATA

In this chapter, the data will be reported and discussed as it relates to the four research questions posed in the study and the two hypotheses derived from the research questions.

The first research question asked, What is the profile of personal and professional characteristics of leaders in vocational education?

The first step in responding to this question was to establish a profile of the leaders in vocational education participating in the study. Frequency counts and percentages were determined for all variables. Tables 1 through 8 (See Appendix J, pp. 81-83) represent a compilation of this data for the total group and the male and female respondents in the study. A total of 190 leaders responded to the questionnaire. Of these, 91 were women and 99 were men. The average age of the group (the mean) was 45.931 with a range of 27 to 71 years and a standard deviation of 9.251. Seventy-eight percent of the group (N=148) were married with 42 (22.0%) single (never married, separated, divorced, widowed). The number of children ranged from zero to seven with a mean of 2.127 and a mode of two. The leaders reported devoting from 0 to 50 hours to home management each week. The mean was 14.259 hours with a standard deviation of 9.998. In terms of educational level of the spouse of married or previously married subjects, of the 168 persons reporting, the average years of education was 15.298 with a range of 11 to 22 years and a standard deviation of 2.346. Sixty-one

persons (32.1%) indicated membership in a vocational youth organization while growing up, with 129 (67.9%) lacking this experience.

The respondents indicated educational levels ranging from 8 to 22 years. The mean was 18.242 with a standard deviation of 1.780. One hundred eighty (95.7%) were working for salary or wages in the field of vocational education at the time of the study and eight (4.3%) were volunteers. Nineteen (10.1%) of the group were school directors or superintendents, 5 (2.6%) were school principals or assistant principals, 25 (13.2%) were school supervisors or coordinators, 28 (14.8%) were college deans, department heads, or administrators, 18 (9.5%) were college teachers or researchers, 3 (1.6%) were members of advisory panels for vocational education, 49 (25.9%) were executives in government or industry, 4 (2.1%) were retired, and 38 (20.1%) reported other occupations with classroom teaching being the most frequently indicated.

The leaders had held their present positions from 1 to 27 years with an average of 7.274 and a standard deviation of 4.607. Two individuals (1.1%) had learned of their present positions through a newspaper advertisement. One (.5%) utilized a journal advertisement to gain employment. Two persons (1.1%) had used a college placement service. Forty leaders (21.3%) learned of their position from a friend or associate, and 111 (59.0%) had been invited to apply for the position. Thirty-one respondents (16.5%) used other methods to obtain employment in their present position with promotion from within an organization being reported most frequently.

In terms of professional mobility, 72 leaders (41.1%) reported no limitations. Thirty-one (17.7%) of the individuals were limited

by their spouse's position, 52 (29.7%) by family and community ties, and 20 (11.4%) by other types of circumstances. The group reported 0 to 75 articles submitted for publication in the past five years with a mean of 3.905 and a standard deviation of 7.570. The leaders subscribed to 0 to 20 journals with a mean of 4.720 and a standard deviation of 2.760. Membership in 0 to 18 professional organizations was reported. The mean number of organizations was 4.619 and the standard deviation 2.686. The respondents indicated devoting 0 to 100 days per year to attending professional meetings, workshops, and seminars with a mean attendance of 30.032 days and a standard deviation of 23.227. The individuals reported being involved in vocational education from 1 to 43 years with a mean of 17.729 and a standard deviation of 9.009. Weekly hours devoted to the professional role in vocational education ranged from 3 to 90 with a mean of 45.943 and a standard deviation of 15.828. Sixteen of the leaders (8.5%) were associated with the agricultural sector of vocational education, 26 (13.8%) with business education, 6 (3.2%) with distributive education, 8 (4.2%) with guidance, 11 (5.8%) with health occupations, 34 (18.0%) with home economics, 3 (1.6%) with industrial arts, 4 (2.1%) with technical education, 19 (10.1%) with trade and industrial education, 50 (26.5%) with comprehensive vocational education, and 12 (6.3%) reported other orientations to the field with administration being the most frequently indicated.

Scores on Snizek's version of Hall's Professionalism Scale ranged from 29 to 83 with a mean of 54.584 and a standard deviation of 10.527 and a mode of 51. Tables 9 through 13 (See Appendix J,

pp. 84-88) summarize the score of the total group and the male and female respondents on each of the five subscales as well as the total scale.

After establishing a profile of the total group, the second research question, Is there a difference in the personal and professional characteristics of male and female leaders in vocational education? was examined. It was hypothesized that the personal and professional characteristics of male and female leaders in vocational education would not differ. This hypothesis was tested employing the Chi-Square test for categorical data and dichotomous variables and the standard t-test for interval data. Tables 14 through 16 (See pp. 46-48) indicate that statistically significant differences ($P<.05$) were found in the following five personal characteristics: age, marital status, number of children, home duties, and spouse's educational level. In reviewing professional characteristics, statistically significant differences in the number of materials submitted for publication, journal subscriptions, and number of years in the field of vocational education were demonstrated. The women, as a group, were younger than the men, had fewer children, devoted more time to duties in the home, and had spouses with a higher level of education. Professionally, men submitted more articles for publication, subscribed to more professional journals, and had been involved in the field of vocational education for a longer period of time. The scores on the Professionalism Scale were quite similar for both men and women (See Table 13, Appendix J, p. 88); yet significant differences were noted on three of the subscales, Use of the Professional Organization as

TABLE 14

A COMPARISON OF THE PERSONAL CHARACTERISTICS IN WHICH MALE AND FEMALE LEADERS DIFFERED SIGNIFICANTLY*

(INTERVAL DATA)

VARIABLE		N	$\bar{X}$	S.D.	t VALUE	DEGREES OF FREEDOM	2 TAIL PROB.
AGE	WOMEN	90	44.289	9.006	-2.36	187	.020
	MEN	99	47.424	9.262			
CHILDREN	WOMEN	84	1.571	1.459	-4.79	179	.000
	MEN	97	2.608	1.447			
HOME DUTY	WOMEN	87	19.161	11.222	6.84	129	.000
	MEN	98	9.908	6.106			
SPOUSE'S EDUCATION	WOMEN	72	16.000	2.506	3.47	166	.001
	MEN	96	14.770	2.080			

*P<.05

TABLE 15

A COMPARISON OF THE PERSONAL CHARACTERISTICS IN WHICH MALE AND FEMALE LEADERS DIFFERED SIGNIFICANTLY

(CATEGORICAL DATA)

MARITAL STATUS

Count / Row % / Col % / Total %	Married	Single	Row Total
Female	57	34	91
	62.6	37.4	47.9
	38.5	81.0	
	30.0	17.9	
Male	91	8	99
	91.9	8.1	52.1
	61.5	19.0	
	47.9	4.2	
Column Total	148	42	190
	77.9	22.1	100

Corrected Chi Square = 21.941 with 1° of freedom P<.000

TABLE 16

A COMPARISON OF THE PROFESSIONAL CHARACTERISTICS IN WHICH MALE AND FEMALE LEADERS DIFFERED SIGNIFICANTLY*

(INTERVAL DATA)

VARIABLE		N	$\bar{X}$	S.D.	t VALUE	DEGREES OF FREEDOM	2 TAIL PROB.
PUBLICATIONS	WOMEN	91	2.417	4.490	-2.64	187	.009
	MEN	98	5.285	9.399			
JOURNAL SUBSCRIPTIONS	WOMEN	91	4.264	2.154	-2.24	181	.026
	MEN	98	5.143	3.175			
YEARS IN VOCATIONAL EDUCATION	WOMEN	90	16.278	8.489	-2.14	186	.034
	MEN	98	19.061	9.306			
SUBSCALE I	WOMEN	91	8.319	2.611	-2.34	188	.020
	MEN	99	9.242	2.818			
SUBSCALE II	WOMEN	91	10.506	3.585	-2.03	188	.044
	MEN	99	11.576	3.673			
SUBSCALE V	WOMEN	91	10.901	3.506	-2.63	188	.009
	MEN	99	12.152	3.048			

*P<.05

a Major Referent (Subscale I), Belief in Service to the Public (Subscale II), and Autonomy (Subscale V). In all instances, the scores of the female respondents were significantly lower (indicating a higher degree of professionalism) than the scores of the male respondents. Statistically, a significant difference does not necessarily reflect an important difference. In this instance, however, the null hypothesis of no difference would have to be rejected for the personal and professional characteristics discussed above.

The third research question was, Is the personal characteristic of sex associated with the professionalism of leaders in vocational education? To answer this question, it was hypothesized that a leader's professionalism is less related to his/her sex than to other personal and professional characteristics. To test this hypothesis Pearson's Product Moment formula was employed to determine the correlation of the factor influencing professionalism (sex of the individual) with the score on the Professionalism Scale. A significant relationship did not exist between the sex of the leaders and the scores on the Professionalism Scale ($r = .1133$, $P > .061$). In the next stage of data analysis (see below), sex was one of the 17 independent variables subjected to regressional analysis. It was demonstrated that sex accounted for only 1.5% of the variance in the dependent variable and was not significantly related ($P > .05$). Therefore, this hypothesis was not rejected, a leader's professionalism is less related to his/her sex than to other personal and professional characteristics.

The data collected on the 17 independent variables, age, sex, marital status, number of children, hours devoted to duties in the home,

spouse's education, youth club activity, formal education, status, years in present postition, professional mobility, publications, journal subscriptions, professional organizations, days devoted to professional meetings, years involved in vocation education, and hours devoted to the professional role, were subjected to regressional analysis using the score on Snizek's version of Hall's Professionalism Scale as the dependent variable. This manipulation of the data addressed the fourth and final research question, What other personal and professional characteristics are good predictors of the professionalism of leaders in vocational education? The multiple correlation analysis identified each variable that was related to the dependent variable and indicated the degree of its relationship. In this manner, it was possible to determine which variables were most related to the concept of professionalism of leaders in vocational education. Table 17 (See p. 51) indicates that approximately 11% of the variance in the dependent variable (professionalism) could be explained by 5 of the 17 variables studied. Two of the five variables were significantly ($P<.05$) related to the dependent variable. Table 17 also shows the order in which the variables entered the regressional equation and the amount of variance that each explained. Beyond these five variables, the next 11 variables accounted for only 4% of the variance and none were significant ($P>.05$). The variables most influencing professionalism were:

1. Formal education (2.9 percent)*
2. Professional organizations (2.9 percent)*

*Significant ($P<.05$)

TABLE 17

THE VARIABLES INFLUENCING PROFESSIONALISM SCORE OF TOTAL GROUP ON TOTAL SCALE

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Formal education	.169	.029	.029	.031
Professional Organizations	.240	.058	.029	.027
Sex	.270	.073	.015	.115
Age	.301	.090	.018	.080
Role	.335	.112	.021	.055

3. Sex (1.5%)

4. Age (1.8%)

5. Role (2.1%)

Caution is advised in the interpretation of this finding since all five variables accounted for only 11.2% of the variance in the professionalism score and only two related significantly to the dependent variable.

To gain insight into the relationship among variables, the data collected on the 17 independent variables were again subjected to regressional analysis using the score on each subscale within the instrument as the dependent variable. This procedure was repeated for the male and female participants in the study. The variables which were significant ($P<.05$) and accounted for a percentage of the variance are presented in tables 18 through 25 (See Appendix J, pp. 89-90). Sex was not the primary variable in any of the analyses and only three of the variables accounted for more than 7% of the variance in the dependent variable. Role in vocational education accounted for 14% of the variance and professional organizations accounted for 10% in the scores of male respondents on Scale I - Use of the Professional Organization as a Major Referent (See Table 22, Appendix J, p. 90). Journal subscriptions accounted for 7.2% of the variance in the scores of the male respondents on Scale II - Belief in Public Service (See Table 23, Appendix J, p. 90).

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

In 1972, the American Vocational Association passed a resolution authorizing a study of professional employment in vocational education with attention to the number of men and women at each level of the profession. To date, little is known of the personal or professional characteristics of the leaders in this field. It has been documented that women are underrepresented at many levels of vocational education leadership despite legislative mandates and executive orders which encourage, if not require, the inclusion of women in leadership ranks.

The National Education Association has directed its efforts toward professionalization of the field of education. The prevalence of women in education has frequently been cited as a major cause of the failure of the occupation to gain a secure professional status. Women have been identified as lacking in dedication and perserverance and allowing personal activities to take precedence over professional duties.

Summary

The objectives of this study were to establish a profile of leaders in vocational education, compare the personal and professional characteristics of these leaders, ascertain if a leader's sex is associated with professionalism, and determine the extent to which selected personal and professional characteristics are related to their professionalism. It was hypothesized that the personal and professional

characteristics of male and female leaders in vocational education would not differ and that a leader's professionalism would be less related to his/her sex than to other personal and professional characteristics.

The subjects of the study were 203 leaders in vocational education from across the nation. They were identified by the presidents of American Vocational Association affiliate organizations in a non-probability, purposive selection procedure as having made a great contribution to vocational education leadership in their region in the past year. A questionnaire which consisted of 20 questions concerning personal and professional characteristics and 25 scaled items concerning the concept of professionalism (Snizek's version of Hall's Professionalism Scale) was mailed to each leader. Responses received from 93% of the leaders provided the data upon which the findings were based.

Data were analyzed employing the sub-programs Frequencies, Crosstabs, T-Test, Pearsons, and Regression of the Statistical Package for the Social Sciences (SPSS) to answer the following research questions:

1. What is the profile of personal and professional characteristics of leaders in vocational education?
2. Is there a difference in the personal and professional characteristics of male and female leaders in vocational education?
3. Is the personal characteristic of sex associated with the professionalism of leaders in vocational education?
4. What other personal and professional characteristics are good

predictors of the professionalism of leaders in vocational education?

Responding to the first research question, the average leader in vocational education is 46 years old, married with two children, devotes 14 hours per week to household duties, has a spouse with some college education, holds a master's degree or its equivalent, works for salary or wages, was invited to apply for his/her present position, and has been working in that position for 7 of the 18 years he/she has been involved in vocational education. The average leader is not professionally mobile, submitted four articles for publication in the past five years, subscribes to five professional journals, and participates in five professional organizations. The typical leader devoted 30 days to attending professional meetings and workshops and spends 46 hours per week in the professional role. The mean score on Snizek's version of Hall's Professionalism Scale was 54.584 which was similar to other groups of professionals studied by Hall and Snizek.

In response to the second research question, differences in the personal and professional characteristics of male and female leaders were identified. The null hypothesis of no difference in characteristics was partially rejected. Reviewing personal characteristics, the female leaders were significantly younger, more likely to be single, had fewer children, devoted more time to household duties, and if married had a spouse with a college education or its equivalent. Professionally, the women submitted fewer items for publication, subscribed to fewer professional journals, and had worked in the field of vocational education for fewer years (which may be a

reflection of the age disparity). The scores on the Professionalism Scale were quite similar for both men and women, yet differences were noted on three of the subscales. In all instances, the scores of the female respondents were significantly lower (indicating a higher degree of professionalism) than the scores of the male respondents.

Answering the third research question, a significant relationship did not exist between the sex of the respondents and the scores on the Professionalism Scale. The sex of an individual was the third variable to enter the regressional equation and accounted for only 1.5% of the variance in the dependent variable. Therefore, the hypothesis of a leader's professionalism being less related to his/her sex than to other personal and professional characteristics was not rejected.

A precise response to the fourth research question was not possible with the data analyzed in this study. Five variables--formal education, professional organizations, sex, age, and role in vocational education--were found to account for 11.2% of the variance in scores on the Professionalism Scale. None of the variables could therefore be termed a good predictor for the professionalsim of an individual as measured by Snizek's version of Hall's Professionalism Scale.

Conclusions

Considering the scope of the study, the hypotheses postulated, and the findings presented, the following conclusions were drawn:

1. Professionalism is indeed a multi-variate phenomena, and it is unlikely that all of the variance in an individual's score on a professionalism scale could be attributed to one or two personal or

professional characteristics. None of the 17 variables studied accounted for more than 3% of the variance in the professionalism score and all 17 of the variables could only explain 15% of the variance. Other factors or combinations of factors obviously influence the professionalism of leaders in vocational education.

2. Fishel and Pottker (1977) indicated that women were clustered in the lower levels of educational leadership positions. Classroom or laboratory teaching was the occupation reported by over 25% of the female respondents as compared to 13% of the men. Yet, these women contributed to leadership in the profession across the nation. The number of women reporting an orientation to comprehensive vocational education, the focus of leadership since the Vocational Education Amendments of 1968, was less than half that of the men. Women in vocational education leadership are primarily in lower level positions.

3. Arnold (1970) and Spice (1973) indicated that vocational youth organizations provide leadership training for students in the field of vocational education. This contention is supported by the finding that nearly one-third of the total group, evenly divided between male and female respondents, reported experience as a member of a vocational youth organization. The emphasis of the vocational youth organization upon leadership training appears to be benefiting the profession.

4. There is a dramatic difference in the marital status of male and female leaders participating in the study. Ninety-two percent of the men compared to 63% of the women were married. The female respondents appear to be following the example of the female school principals of the 1940's in choosing a career over marriage or perhaps have

discovered as Feldman reported (1976) that marriage and a family provide an aura of stability for the professional man while being deleterious to the woman's advancement.

5. The concept of the egalitarian marriage (Lund, 1974 & Feldman, 1976) is not viable in vocational education leadership. As was reported in the literature (Fishel & Pottker, 1977) male and female contributions to the management of a home are not altered by the wife's employment. There was no difference in the mean number of hours devoted to home management responsibilities for the married or single respondents. In the total group, men worked an average of 10 hours per week in the home and women 19. When combined with the professional role, women are working the equivalent of an extra day each week which supports the finding of Fishel and Pottker (1977).

6. Professional mobility is not a sex-related trait for vocational education leadership personnel. As was reported in the literature, mobility is more related to an individual's level of position. than to his/her sex. Approximately 40% of both the male and female leaders reported no limitations to professional mobility. Married women reported a greater lack of mobility due to spouse's position, and married men reported more family and community ties which hampered professional mobility. The married female leaders had spouses with a higher level of education which could reflect the husband's professional rank and mobility as well.

7. The "old boy" system of recruiting as identified by Schulman (1972) is evident in vocational education leadership and appears to

include "old girls" as well. An astonishing 80% of the leaders in vocational education had obtained their present position through a friend or associate or were invited to apply for the position.

8. Women in vocational education leadership positions submit fewer articles for publication, yet 23% were employed in college or university settings where publications are closely related to advancement potential. This may be a reflection of the younger age, the heavier home and professional responsibilities, or the fewer years of experience in the field.

9. In vocational education leadership, women continue to be clustered in the health, home economics, and business and office education areas; whereas men remain in the agriculture and trade and industrial education sectors as documented by Kievit (1972) and Verheyden-Hilliard (1975). This accurately reflects the enrollment patterns at the secondary level and tends to foster a continuation of this trend.

Recommendations

Based upon the findings and conclusions derived from the study, the following recommendations are made for educational change.

1. The "old boy" system of recruiting through oral inquiries and personal recommendations must be replaced with an honest and thorough search for the best qualified individual for every leadership position in vocational education. To limit the search to the population known to the individual recruiter or search committee is an affront to the concepts of affirmative action and equal opportunity and perpetuates a system that has long favored one social category of applicant.

2. The American Vocational Association, as it provides the professional referent for the field of vocational education, should develop additional resources to end sex-role stereotyping which begins in the elementary and secondary schools and continues into the patterns of leadership in the profession. When all economic sectors of vocational education reflect the equal sex distribution of distributive education, the efforts of the Association will have been successful.

Based upon the findings and conclusions derived from the study, the following recommendations are made for additional research.

1. A study should be conducted to identify and examine other personal and professional variables which could affect the professionalism of a leader in vocational education. Since the 17 variables in this study accounted for only 15% of the variance in the professionalism score, other factors appear to be influencing professionalism.

2. A study should be conducted to examine the marital status of leaders in vocational education to determine its influence on professional activities and advancement and identify the reasons for the wide disparity between the male and female leaders in this study.

3. A study should be conducted to determine which components of the vocational youth organization programs which best foster the development of leadership skills.

4. A study should be conducted to examine the publication record of professional women in the field of vocational education and determine factors which limit the contribution of some individuals.

Implications

After reviewing the findings and conclusions, the following implications were identified:

1. The data indicated that Snizek's version of Hall's Professionalism Scale was psychometrically sound. The subscale scores were shown to be highly related to the total score. The validity of the instrument for this population could be questioned in that so little of the variance in the professionalism scores was explained by the seventeen variables studied. According to the literature, the variables studied were indicative of a leader's professional behavior, and a high degree of relationship between the test scores and one or more variables had been anticipated. However, the self-reporting techniques of the leaders in vocational education may also have altered the validity of the instrument.

2. A talented pool of individuals providing leadership to the profession are female classroom and laboratory teachers. Local administrators and university personnel might work together to interest, train, and promote these individuals to positions of greater responsibility.

3. Vocational youth organizations are doing a good job in providing leadership development for the profession. State Department of Education personnel, local administrators, and university faculties should work toward the goal or making the vocational youth organization an integral part of the vocational school curriculum.

4. Home economics has a great responsibility in preparing young men and women for future family life. Management of a home should be a shared responsibility especially in a dual-career family. Men and women should share equally in that responsibility. The professional woman should not be expected to face the burden of an additional work day in performing her home and occupational tasks.

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APPENDICES

APPENDIX A

281 Ritter Hall Addition
March 15, 1978

Dear----------

As part of my doctoral studies in comprehensive vocational education at Temple University, I am conducting a national survey of leaders in vocational education. May I ask your cooperation in providing me with the names of the two men and the two women you believe made the most significant contribution to vocational education leadership in your region in the past year. These individuals might hold positions such as school superintendents, principals, area school directors, college deans or department heads, researchers, advisory panel members, officers in professional organizations, executives in government or industry, or the like. In defining leader I am specifically looking for persons with "the ability to foster group action toward an organizational objective or goal with maximum participation, effectiveness, and cooperation from each individual."

I am enclosing a form for the names and addresses and a stamped return envelope for your convenience. Thank you for your time and assistance. I shall look forward to your reply.

Sincerely yours,

C. Grant Bronk

Enclosures

APPENDIX B

RETURN TO: C. Grant Bronk
281 Ritter Hall Addition
Department of Vocational Education
Temple University
Philadelphia, Pennsylvania 19122

by April 1, 1978

MEN

1. Name _____ Address _____

_____

2. Name _____ Address _____

_____

WOMEN

1. Name _____ Address _____

_____

2. Name _____ Address _____

_____

APPENDIX C

281 Ritter Addition
April 21, 1978

Dear----------:

---------- has identified you as one of the outstanding leaders in vocational education in your region. It is my belief that individuals such as you have personal and professional characteristics which set them apart from others in the field of vocational education. For this reason, I am conducting a study to establish a profile of leaders in vocational education. The study is national in scope focusing on leaders from each of the fifty-five states and territories.

Enclosed with this letter is a short questionnaire designed to collect information about your personal and professional characteristics. It should take you no longer than fifteen to twenty minutes to complete the questionnaire, place it in the self-addressed envelope and return it to me. I would be most appreciative if you could complete the questionnaire and mail it today.

I would like to assure you that in no way will individuals be identified in this study. All information that you provide will be held confidential and treated as grouped data during the analysis procedures. Thank you for your cooperation.

Sincerely yours,

C. Grant Bronk

Enclosures

/ / Please check here and return this letter with your completed questionnaire if you would like to receive the results of this study.

APPENDIX D
QUESTIONNAIRE

Personal and Professional Characteristics of Leaders In Vocational Education

Directions: This questionnaire is divided into two parts. Part A seeks information about your personal characteristics and professional experiences. Part B seeks information concerning your present feelings toward your professional role in vocational education. Please answer all questions and indicate your feelings where appropriate. Please return the completed questionnaire in the enclosed stamped, self-addressed envelope to:

C. Grant Bronk
Department of Vocational Education
281 Ritter Hall Addition
Temple University
Philadelphia, Pennsylvania 19122

A. PERSONAL AND PROFESSIONAL CHARACTERISTICS

1. What is your present age? _____

2. Are you a) male or b) female? (Please circle one.)

3. What is your current marital status? (Please circle one of the following.)

   a. single (never married, separated, divorced, widowed)

   b. married

4. How many children do you have? _____

5. Considering an "average" week, how many hours per week do you devote to household duties (cleaning, washing the car, gardening, etc.)? _____

6. If you are now or ever have been married, please indicate the number of years of formal education completed by your spouse (for example, a high school graduate would equal 12 years, a college graduate 16 years, etc.)? _____

7. While growing up, were you ever active in a vocational youth club (DECA, FBLA, FFA, FHA/HERO, VICA)? (Please circle one of the following.)

   a. Yes

   b. No

8. Please indicate the number of years of your formal education. _____

9. Currently, what is your status in vocational education? (Please circle one of the following.)

   a. working for salary or wages

   b. volunteer

10. What is your present position? (Please circle one of the following.)

    a. school district superintendent or director
    b. school principal or assistant principal
    c. school supervisor or coordinator
    d. college dean, department head, or administrator
    e. college teacher or researcher
    f. advisory panel member
    g. executive in government or industry
    h. self employed
    i. retired
    j. other_____ (please specify)

11. How many years have you held your present position? ____

12. How did you learn of your present position? (Please circle one of the following.)

    a. newspaper advertisement
    b. journal advertisement
    c. college placement service
    d. through a friend or associate
    e. invited to apply
    f. employment agency
    g. other_____ (please specify)

13. If you are employed in vocational education, please indicate the factors which may influence your professional mobility. (Please circle one of the following.)

    a. no limitation
    b. spouse's position
    d. family/community ties
    e. other_____ (please specify)

14. How many articles, books, or monographs have you submitted for publication in the last five years? _____

15. How many professional journals do you subscribe to? ____

16. In how many professional organizations are you currently active? ___

17. In the past year, how many days have you devoted to attending professional meetings, workshops, seminars, and the like? _____

18. How many years have you been involved in the field of vocational education (for salary, wages, or as a volunteer)? _____

19. Currently, how many hours each week (on the "average") do you devote to your role in vocational education? _____

20. If you consider your total association with vocational education, which of the following would be the best description of your orientation? (Please circle one of the following.)

    a. agriculture
    b. business and office occupations
    c. distributive education
    d. guidance
    e. health occupations
    f. home economics
    g. industrial arts
    h. manpower
    i. technical
    j. trade and industrial
    k. comprehensive vocational education
    l. other _____ (please specify)

B. The following questions are an attempt to measure certain aspects of what is commonly called "professionalism." The referent in the questions is your own profession. Each item, then, should be answered in light of the way you feel and behave as a member of your particular profession.

There are five possible responses to each item. If the item corresponds VERY WELL (VW) to your own attitudes and/or behavior, circle that response. If it corresponds WELL (W), POORLY (P), or VERY POORLY (VP), mark the appropriate response. The middle category (?) is designed to indicate an essentially neutral opinion about the item. Please answer ALL items in one fashion or another, making sure that you have NO MORE THAN ONE RESPONSE FOR EACH ITEM.

21.	I systematically read the professional journals.	VW	W	?	P	VP
22.	Other professions are actually more vital to society than mine	VW	W	?	P	VP
23.	I make my own decisions in regard to what is to be done in my work.	VW	W	?	P	VP
24.	I regularly attend professional meetings at the local level.	VW	W	?	P	VP
25.	I think that my profession, more than any other, is essential for society.	VW	W	?	P	VP

26.	My fellow professionals have a pretty good idea about each other's competence.	VW	W	?	P	VP
27.	People in this profession have a real calling for their work.	VW	W	?	P	VP
28.	The importance of my profession is sometimes overstressed.	VW	W	?	P	VP
29.	The dedication of people in this field is most gratifying	VW	W	?	P	VP
30.	I don't have much opportunity to exercise my own judgment.	VW	W	?	P	VP
31.	I believe that the professional organization(s) should be supported.	VW	W	?	P	VP
32.	Some other occupations are actually more important than mine.	VW	W	?	P	VP
33.	A problem in this profession is that no one really knows what his colleagues are doing.	VW	W	?	P	VP
34.	It is encouraging to see the high level of idealism which is maintained by people in this field.	VW	W	?	P	VP
35.	The professional organization doesn't really do too much for the average member.	VW	W	?	P	VP
36.	We really have no way of judging each other's competence.	VW	W	?	P	VP
37.	Although I would like to, I really don't read the journals too often.	VW	W	?	P	VP
38.	Most people would stay in the profession even if their incomes were reduced.	VW	W	?	P	VP
39.	My own decisions are subject to review.	VW	W	?	P	VP
40.	There is not much opportunity to judge how another person does his work.	VW	W	?	P	VP
41.	I am my own boss in almost every work-related situation.	VW	W	?	P	VP
42.	If ever an occupation is indispensible, it is this one.	VW	W	?	P	VP
43.	My colleagues pretty well know how well we all do our work.	VW	W	?	P	VP
44.	There are very few people who don't really believe in their work	VW	W	?	P	VP
45.	Most of my decisions are reviewed by other people.	VW	W	?	P	VP

APPENDIX E

281 Ritter Addition
March 15, 1978

Dear----------:

As part of my doctoral studies in comprehensive vocational education at Temple University, I am conducting a national survey of leaders in vocational education to determine the extent to which selected personal and professional characteristics of these leaders are related to their performance on a professionalism scale. Your reputation as a leader in vocational education is well-known, and I hope that you might contribute a few minutes of your time to assist me in assessing the content validity of the enclosed instrument.

I am particularly interested in your evaluation of items numbered 1 to 20 based upon your own knowledge of our profession and your experience in the field. I am enclosing a rating sheet to aid in your review. Would you be kind enough to review the instrument and return it to me at your earliest convenience. Thank you.

Sincerely yours,

Carol G. Bronk (Mrs.)

Enclosures

APPENDIX F

RATING SHEET

The following checklist was developed to assist you, the reviewer, in evaluating the content validity of the enclosed instrument. Your suggestions and comments for improving the instrument will be most welcome.

	YES	NO	COMMENTS
1. Are the directions clear?			
2. Are the questions relevant?			
3. Are the questions organized in a logical sequence?			
4. Is the language appropriate?			
5. Would you alter any of the items?			
6. Does the length of the instrument seem appropriate for responses from professionals in the field?			

YOUR OVERALL OBSERVATION OF THE INSTRUMENT:

APPENDIX G

281 Ritter Addition
March 28, 1978

_____
_____
_____
_____

Dear_____:

As part of my doctoral studies in comprehensive vocational education at Temple University, I am conducting a national survey of leaders in vocational education to determine the extent to which selected personal and professional characteristics of these leaders are related to their scores on a professionalism scale.

You were selected from the membership of the NCLA as a leader in vocational education, and I hope that you might contribute a few minutes of your time to assist me in the pilot testing of the enclosed instrument prior to its administration to the national sample.

I am most interested in your completing the instrument and reporting the time that it takes you to do so. Then, I would like you to use the "guidelines" sheet to review the instrument and make any comments. Would you be kind enough to complete the instrument and the guidelines and return it to me today. Thank you for your assistance.

Sincerely yours,

Carol G. Bronk (Mrs.)

Enclosures

APPENDIX H

GUIDELINES FOR REWIEW OF THE INSTRUMENT

The following checklist was developed to assist you, the reviewer, in evaluating the content validity of the enclosed instrument. Your suggestions and comments for improving the instrument will be most welcome.

	YES	NO	COMMENTS
1. Are the directions clear?			
2. Are the questions relevant?			
3. Are the questions organized in a logical sequence?			
4. Is the language appropriate?			
5. Would you alter any of the items?			
6. Does the length of the instrument seem appropriate for responses from professionals in the field?			

AMMOUNT OF TIME REQUIRED TO COMPLETE THE INSTRUMENT_____

YOUR OVERALL OBSERVATION OF THE INSTRUMENT:

APPENDIX I

281 Ritter Addition
July 1, 1978

Dear----------:

During the month of May, you were asked to participate in a study of the personal and professional characteristics of leaders in vocational education. Your response has not yet been received.

In the event that the questionnaire has been misplaced or never arrived, I am enclosing a duplicate copy and a return envelope for your convenience. Every response is important to me in this national survey, and I urge you to complete the questionnaire and return it to me as soon as possible. Thank you for your cooperation.

Sincerely yours,

C. Grant Bronk

Enclosures

TABLE 1
PERSONAL AND PROFESSIONAL CHARACTERISTICS OF LEADERS IN VOCATIONAL EDUCATION
CONTINUOUS VARIABLES

	TOTAL GROUP			MEN			WOMEN		
	RANGE	MEAN	S.D.	RANGE	MEAN	S.D.	RANGE	MEAN	S.D.
1. AGE	27-71	45.900	9.251	29-71	47.424	9.262	27-63	44.289	9.006
2. NUMBER OF CHILDREN	0-7	2.127	1.539	0-7	2.608	1.447	0-5	1.571	1.459
3. HOURS DEVOTED TO HOME DUTIES	0-50	14.259	9.998	0-25	9.908	6.106	0-50	19.161	11.222
4. SPOUSE'S EDUCATION	11-22	15.289	2.346	11-19	14.771	2.080	12-22	16.000	2.506
5. YEARS OF FORMAL EDUCATION	8-22	18.242	1.780	8-22	18.303	1.945	12-22	18.176	1.589
6. YEARS IN PRESENT POSITION	1-27	7.274	4.607	1-27	7.722	4.600	1-20	6.787	4.591
7. PUBLICATIONS	0-75	3.905	7.570	0-75	5.286	9.399	0-25	2.418	4.490
8. JOURNAL SUBSCRIPTIONS	0-20	4.720	2.760	0-20	5.143	3.175	0-10	4.264	2.154
9. PROFESSIONAL ORGANIZATIONS	0-18	4.619	2.686	0-18	4.684	2.619	0-16	4.549	2.770
10. PROFESSIONAL MEETINGS ATTENDED	0-100	30.032	23.227	0-100	27.330	21.007	0-100	32.912	25.179
11. YEARS IN VOCATIONAL EDUCATION	1-43	17.729	9.009	3-43	19.061	9.306	1-39	16.278	8.489
12. HOURS DEVOTED TO PROFESSIONAL ROLE	3-90	45.934	15.828	4-90	47.656	14.916	3-90	44.012	16.665

TABLE 2
MARITAL STATUS

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
SINGLE	42	78.0	8	8.1	34	37.4
MARRIED	148	22.0	91	91.9	57	62.6

TABLE 3
YOUTH CLUB ACTIVITY

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
ACTIVE	61	32.1	32	32.3	29	31.9
NOT ACTIVE	129	67.9	67	67.7	62	68.1

TABLE 4
STATUS IN VOCATIONAL EDUCATION

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
SALARIED	180	95.7	93	95.9	87	95.6
VOLUNTEER	8	4.3	4	4.1	4	4.4

TABLE 5
PRESENT POSITION

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
SCHOOL DISTRICT SUPERINTENDENT OR DIRECTOR	19	10.1	17	17.3	2	2.2
PRINCIPAL OR ASSISTANT PRINCIPAL	5	2.6	5	5.1		
SUPERVISOR OR COORDINATOR	25	13.2	8	8.2	17	18.7
COLLEGE DEAN, DEPT. HEAD OR ADMINISTRATOR	28	14.8	16	16.3	12	13.2
COLLEGE TEACHER OR RESEARCHER	18	9.5	9	9.2	9	9.9
ADVISORY PANEL MEMBER	3	1.6			3	3.3
EXECUTIVE IN GOVERNMENT OR INDUSTRY	49	25.9	27	27.6	22	24.2
RETIRED	4	2.1	3	3.1	1	1.1
OTHER	38	20.1	13	13.3	25	27.5

TABLE 6
OBTAINED PRESENT POSITION

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
THROUGH A NEWSPAPER ADVERTISEMENT	2	1.1	2	2.1		
THROUGH A JOURNAL ADVERTISEMENT	1	0.5			1	1.1
THROUGH A COLLEGE PLACEMENT SERVICE	2	1.1	1	1.0	1	1.1
THROUGH A FRIEND OR ASSOCIATE	40	21.3	22	22.7	18	19.8
INVITED TO APPLY	111	59.0	59	60.8	52	57.1
THROUGH AN EMPLOYMENT AGENCY	1	0.5			1	1.1
OTHER	31	16.5	13	13.4	18	19.8

TABLE 7
PROFESSIONAL MOBILITY

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
NO LIMITATION	72	41.1	39	42.9	33	39.3
SPOUSE'S POSITION	31	17.7	5	5.5	26	31.0
FAMILY OR COMMUNITY TIES	52	29.7	36	39.6	16	19.0
OTHER LIMITATION	20	11.4	11	12.1	9	10.7

TABLE 8
ORIENTATION TO VOCATIONAL EDUCATION

	TOTAL		MEN		WOMEN	
	#	%	#	%	#	%
AGRICULTURE	16	8.5	14	14.3	2	2.2
BUSINESS EDUCATION	26	13.8	6	6.1	20	22.0
DISTRIBUTIVE EDUCATION	6	3.2	5	5.1	1	1.1
GUIDANCE	8	4.2	3	3.1	5	5.5
HEALTH OCCUPATIONS	11	5.8	1	1.0	10	11.0
HOME ECONOMICS	34	18.0			34	37.4
INDUSTRIAL ARTS	3	1.6	3	3.1		
TECHNICAL EDUCATION	4	2.1	4	4.1		
TRADE AND INDUSTRIAL EDUCATION	19	10.1	18	18.4	1	1.1
COMPREHENSIVE VOCATIONAL EDUCATION	50	26.5	36	36.7	14	15.4
OTHER	12	6.3	8	8.2	4	4.4

TABLE 9
SUBSCALE I
USE OF THE PROFESSIONAL ORGANIZATION AS A MAJOR REFERENT

	TOTAL				MEN				WOMEN			
	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.
21. I systematically read the professional journals.	189	1.963	2	.981	98	2.000	2	1.025	91	1.923	2	.934
24. I regularly attend professional meetings at the local level.	187	1.535	1	.850	97	1.577	1	.922	90	1.489	1	.768
31. I believe that the professional organization(s) should be supported.	188	1.261	1	.548	98	1.316	1	.619	90	1.200	1	.455
35. The professional organization doesn't really do too much for the average member.	187	2.091	2	.960	98	2.224	2	.947	89	1.944	2	.958
37. Although I would like to, I really don't read the journals too often.	185	2.086	2	1.093	97	2.258	2	1.063	88	1.898	2	.983
TOTAL ON SUBSCALE I	189	8.800	8	2.753	99	9.242	8	2.818	91	8.319	7	.274

TABLE 10
SUBSCALE II
BELIEF IN SERVICE TO THE PUBLIC

	TOTAL				MEN				WOMEN			
	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.
22. Other professions are actually more vital to society than mine.	186	1.790	1	1.026	97	1.928	1	1.013	89	1.640	1	1.025
25. I think that my profession, more than any other, is essential for society.	188	2.069	2	.981	97	2.175	2	1.000	91	1.956	1	.953
28. The importance of my profession is sometimes overstressed.	189	2.123	2	1.051	98	2.255	2	.998	91	2.000	2	1.095
32. Some other occupations are actually more important than mine.	185	2.427	2	1.151	97	2.454	2	1.080	88	2.398	2	1.227
42. If ever an occupation is indispensible, it is this one.	185	2.854	2	1.341	96	3.010	2	1.192	89	2.685	2	1.474
TOTAL ON SUBSCALE II	189	10.989	10	3.418	99	11.576	8	3.673	91	10.505	10	3.385

TABLE 11
SUBSCALE III
BELIEF IN SELF-REGULATION

	TOTAL				MEN				WOMEN			
	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.
26. My fellow professionals have a pretty good idea about each other's competence.	189	2.111	2	.924	98	2.010	2	.831	89	2.220	2	1.009
33. A problem in this profession is that no one really knows what his colleagues are doing.	188	2.229	2	.957	98	2.173	2	.897	90	2.289	2	1.019
36. We really have no way of judging each other's competence.	187	2.235	2	.988	98	2.194	2	.938	89	2.281	2	1.044
40. There is not much opportunity to judge how another person does his work.	187	2.198	2	.955	98	2.143	2	.908	89	2.258	2	1.006
43. My colleagues pretty well know how well we all do our work.	186	2.382	2	.953	98	2.378	2	.925	88	2.386	2	.988
TOTAL ON SUBSCALE III	189	11.000	10	3.415	98	10.788	10	3.208	91	11.231	11	3.630

TABLE 12
SUBSCALE IV
SENSE OF CALLING TO THE FIELD

	TOTAL				MEN				WOMEN			
	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.
27. People in this profession have a real calling for their work.	189	2.032	2	.757	98	2.041	2	.731	91	2.022	2	.789
29. The dedication of people in this field is most gratifying.	187	2.005	2	.852	98	1.908	2	.788	89	2.112	2	.910
34. It is encouraging to see the high level of idealism which is maintained by people in this field.	187	2.412	2	.908	98	2.245	2	.813	89	2.596	2	.974
38. Most people would stay in in the profession if their incomes were reduced.	184	3.114	2	1.057	97	3.144	2	1.061	87	3.080	4	1.059
44. There are very few people who don't really believe in their work.	186	2.855	2	1.113	98	2.908	4	1.066	88	2.795	2	1.166
TOTAL ON SUBSCALE IV	189	12.197	12	3.120	98	12.091	11	2.945	91	12.275	10	3.313

TABLE 13
SUBSCALE V - AUTONOMY
AND TOTAL SCALE

	TOTAL				MEN				WOMEN			
	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.	N	$\bar{X}$	Mode	S.D.
23. I make my own decisions in regard to what is to be done in my work.	188	1.745	2	.787	98	1.765	2	.835	90	1.722	2	.735
30. I don't have much opportunity to exercise my own judgement.	186	1.645	1	.949	98	1.694	1	1.040	88	1.591	1	.839
39. My own decisions are subject to review.	183	3.557	4	1.067	98	3.714	4	.974	85	3.376	4	1.144
41. I am my own boss in almost every work-related situation.	186	2.118	2	.957	98	2.163	2	.960	88	2.068	2	.956
45. Most of my decisions are reviewed by other people.	186	2.774	2	1.236	98	2.939	4	1.217	88	2.591	2	1.238
TOTAL ON SUBSCALE V	189	11.553	12	3.326	98	12.152	12	3.048	91	10.901	12	3.506
TOTAL SCALE	189	54.595	51	10.524	98	55.848	51	10.574	91	53.231	44	10.356

TABLE 18
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF TOTAL GROUP ON SCALE I
USE OF THE PROFESSIONAL ORGANIZATION AS A MAJOR REFERENT

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Role in Vocational Education	.240	.058	.058	.002
Professional Organizations	.316	.100	.042	.007
Sex	.375	.141	.041	.007

TABLE 19
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF TOTAL GROUP ON SCALE III
A BELIEF IN SELF-REGULATION

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Formal Education	.178	.031	.031	.024

TABLE 20
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF TOTAL GROUP ON SCALE IV
A SENSE OF CALLING TO THE FIELD

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Age	.195	.038	.038	.013

TABLE 21
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF MALE RESPONDENTS ON TOTAL SCALE

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Journal Subscription	.224	.050	.050	.031
Formal Education	.314	.098	.048	.031

TABLE 22
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF MALE RESPONDENTS ON SCALE I
USE OF THE PROFESSIONAL ORGANIZATON AS A MAJOR REFERENT

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Role in Vocational Education	.374	.140	.140	.000
Professional Organizations	.490	.240	.101	.001

TABLE 23
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF MALE RESPONDENTS ON SCALE II
BELIEF IN PUBLIC SERVICE

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Journal Subscriptions	.268	.072	.072	.009
Marital Status	.340	.116	.044	.037

TABLE 24
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF MALE RESPONDENTS ON SCALE III
BELIEF IN SELF-REGULATION

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Formal Education	.217	.047	.047	.037

TABLE 25
THE VARIABLES INFLUENCING PROFESSIONALISM
SCORE OF MALE RESPONDENTS ON SCALE IV
A SENSE OF CALLING TO THE FIELD

VARIABLE	MULTIPLE R	R^2	R^2 CHANGE	SIGNIFICANCE
Marital Status	.244	.059	.059	.019